

CTE Student Performance Improvement Plans  
4S1 – Student Graduation Rates

AVD	Improvement Plan	Evaluation Method
2	The graduation rate for the entire AVD2 is 74.45 %. We will have to work on identifying the students who are at risk for graduation. We also intend to educate ourselves on the greater definition of graduation according to NCLB. If we closely monitor those students who are at risk of not graduating or with attendance issues, we feel we may have a better opportunity to encourage the students to graduate. We will have teachers mentor the students in their classrooms who may not meet the graduation requirements and monitor their success.	
8	<p>Students do not graduate for a variety of reasons, but primarily for not achieving passing grades in courses required for graduation (offered only at sending school).</p> <p>For this reason (and other technical development reasons), the EACC provides and will continue to provide a highly developed Academic Integration programs in all CTE programs to promote higher skill proficiency in Language Arts and Math...two key learning pathways to achieve high school graduation.</p> <p>Additionally, EACC Guidance Counselors will closely monitor all students' grades in relationship to progress towards graduation by each student and work closely with sending school Guidance staff to provide any accommodations possible at the Career Center to support each student's achievement of requirements for high school graduation.</p> <p>Note: The Target AUL is higher than the graduation rates of all the high schools that send students to the Elkhart Area Career Center with the exception of one (1) small high school in the AVD.</p>	<p>Achievement of Target AUL in this category and monitoring improvement of sending school graduation rates in the AVD.</p> <p>If achieving Target AUL is not possible, then increasing graduation rate annually over the Actual AUL from the previous school year.</p>
9	We will address 4S1 in the same manner as 3S1.	We will evaluate 4S1 in the same manner as 3S1.
17	The career counselor and the career counselor assistant will meet with the home school counselors and develop a list of CTE students at risk for graduation. Those students who have been identified as at risk for graduation will meet individually with our career counselor to develop a student growth plan that will outline strategies that will provide assistance for the student in reaching the goal of graduation. This list will be examined monthly with the home school counselor to determine progress of the student in regards to expected graduation.	<p>Short-term: The monthly meetings with the home school counselors will assist in monitoring progress as well as identifying potential students at risk for graduation.</p> <p>Long-term: 4S1 Student Graduation Rates.</p>
21	<ol style="list-style-type: none"> <li>1. Request a listing of student data used in the calculation of student graduation rate request that we be allowed to round to the nearest percentage</li> <li>2. Perform data analysis by program and by sending school.</li> <li>3. Continue introduction/implementation of Freshman Transition/Career Exploration course at Marion High School. (Historically accounting for 60% of all CTE students that attend Tucker Career and Technology Center.</li> <li>4. Perkins personnel to develop processes for initiate an early intervention on students at risk of leaving</li> </ol>	Establishment and implementation of a plan for intervention by Perkins personnel.

	<p>school early. Including, but not limited to evaluation of transcripts, attendance rates, regular reports that specify intervention activity, etc.</p>	
24	<p>Safety nets will be put into place that will allow pre-tracking of student's success. An exit interview and survey will occur where students will be informed of additional resources that they may access to earn a "regular secondary school diploma, earned a General Education Development (GED) credential as a State-recognized equivalent to a regular high school diploma (if offered by the State) or other State-recognized equivalent (including recognized alternative standards for individuals with disabilities), or earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered by the State)".</p> <p>Adult education, credit recovery, extended semester/year in CTE program, summer school and on-line resources will be offered.</p> <p>Career Clusters and sending school counselors will meet as a professional learning community (PLC) at beginning, midpoint, and end of each year to discuss the academic progress of their students and make decisions about appropriate interventions and enrichment exercises. Outcomes will include common resources needed, future trends, and common goals.</p> <p>Students will have daily access to the Learning Center using NovaNet.</p> <p>The Math and Language Arts teacher are fully accredited instructors and are accountable for the development, placement, and instruction of new methods of delivery in order to increase student achievement in academics. All strategies all supported by the implementation of Career Cluster Professional Learning Communities, summer programs, and in-service workshops.</p>	
26	<p>Improving graduation rates can be greatly improved by working with counselors, administrators, and parents to keep students on track for graduation and by also providing the support and assistance they require. Again students at the Ebbertt Center may participate in our Virtual School to both retrieve credits they have lost in their core areas and also use the Plato software to improve basic academic skills. Our goal to work more closely at the building level to identify students who may have fallen behind and provide the support they need in time to make up credits needed to graduate on time.</p>	<p>Local and district meetings to be announced will discuss expectations at the building level with counselors and administrator to discuss best practice and specific ways to improve this area.</p> <p>At the Ebbertt Center and throughout the district, students may enroll in our Virtual School to retrieve lost credits that will assist them in staying on track for graduation. Virtual School courses are taken on line at the Ebbertt Center and allow students to attend class five days a week after school from 2:30pm until 4:10pm. This allows students to avoid being in summer school and make up lost credits all through the year.</p>

27	Local student records will be monitored to assure related data is available to calculate this figure. A plan will be implemented to improve the graduation rate to the agreed to level.	Progress will be evaluated based on an increase in graduation above the current level and reaching the agreed to level.
32	<p>The IPS Career Technology Magnet at Arsenal Technical High School will...</p> <ul style="list-style-type: none"> <li>Utilize 3S1 strategies to create positive relationships with students, families and increase parent participation and student attendance, thus helping students and families “to buy into” the concept and importance of a high school diploma.</li> <li>Utilize 5S1 strategies of exposing students to outside speakers from colleges, trade schools, military and occupations in order to reinforce the importance of a high school diploma.</li> <li>All CTE teachers will utilize the weekly Advisory time to discuss the student’s progress in all classes, discuss the student’s plans for after high school and help the student to formulate plans and achievement strategies. CTM teachers will act as a mentor and a resource to the student. Utilize 5S1 Placement strategy of creating a graduation plan.</li> <li>Conduct/attend career fairs</li> <li>CTM teachers will receive instruction in teaching effective study habits during PLC.</li> <li>CTM will send a letter of consent to all parents of students who are not maintaining a C average which requires their student to attend either a weekly after school study table or specific tutoring in order to remain a part of CTM. Students who do not comply will be mandated to after school detention or in school detention.</li> <li>Study tables will be hosted by CTM teachers on a rotating schedule. Students will have access to computers for research and will receive instruction in effective study habits.</li> </ul>	<ul style="list-style-type: none"> <li>Increase in number of CTM students passing non CTE classes.</li> <li>Increase in CTM student graduation</li> </ul>
34	<ol style="list-style-type: none"> <li>Increased remediation with remediation instructor in support lab and with classroom instructor in program labs for those students who are not working at grade level according to the TABE test.</li> <li>Increase in support lab time for basic skills including but not limited to Key Train.</li> <li>Utilize the WTCC advisory board members to mentor at risk students who are on track to not graduate.</li> <li>WTCC instructors shall incorporate more math and language arts standards into their daily lesson plans.</li> <li>Meet with sending school guidance counselors to ensure that incoming WTCC students are qualified candidates and that entering WTCC students have the required credits inline to graduate.</li> <li>Utilize Stars program for students needing additional credits.</li> <li>Confirm that students who drop out are not in Home School.</li> </ol>	<ol style="list-style-type: none"> <li>Students who are working with the remediation instructor will be re-assessed using the TABE test for progress.</li> <li>Certification testing at the end of student’s senior year .</li> <li>Students who have been mentored with the advisory board members will be checked for graduation status.</li> <li>Inservice for teachers on Math/Language arts integration will be ongoing and teachers will submit their integrated lesson plans.</li> <li>Continue to monitor students who could be at risk before they start their senior year and if credits are in critical status, recommend return to home school for completion.</li> <li>Provide records showing students participating and completing in Stars.</li> <li>List from high school of students who are designated as home schooled.</li> </ol>

36	Personnel have been employed to assist teachers with academic integration techniques and plans are being developed to offer applied academic support classes for CTE enrolled students. The use of the No Child Left Behind Act requirements of students graduating from high school in four years are impacted by many variables outside the control of a Career Center since the academic course work of CTE students are conducted at their various high schools. Shall plan to review the Target AUL to determine if a more realistic goal can be negotiated.	Students who take End of Course assessments and progress toward graduation in their four year time period from the Career Center applied academic support classes shall show improvements in graduation rates.
38	No data was reflected on the dashboard for the AVD level. We plan to correct the reporting error. The responsibility for the data input has been reassigned to a different personnel position. This was discussed with Chris Deaton.	We will do an in-house tabulation to see what the actual level is and proceed to implement correct data for 2009-2010. The new calculated data will for 4S1 will be provided to DWD.
39	<ul style="list-style-type: none"> <li>Request data from DWD earlier so that STNs can be checked, verified and corrected</li> <li>Request a query from Chris Deaton for local Concentrators. Given the number of errors we found, we believe that we would have met this Indicator had we had this query.</li> <li>Locally identify students whose grades indicate that they are at-risk for not completing high school. Once identified, create situations where the CTE class is a motivator for completing high school.</li> </ul>	<ul style="list-style-type: none"> <li>Query will allow for more accurate STNs.</li> <li>Multiple opportunities to verify STNs will improve accuracy.</li> <li>Follow-up services will be provided for identified at-risk students.</li> </ul>
40	Offer academic help to low performing students. Provide access to alternative education as needed. Implement more flexible scheduling to allow students to fit CTE and academic courses into their schedule.	Continue to monitor this Perkins indicator. Locally, we will track overall graduation rate as well as the CTE graduation rate. Improving graduation rates will become regular on faculty meeting agendas.
41	Same as 39	Same as 39
44	<p>Include more in-class and one-on-one discussions with students about the importance of graduation including wage comparisons of graduates and non-graduates.</p> <p>Include guest speakers from business and industry to present programs on requirements for employment including high school graduation.</p>	The graduation rate will increase.
45	<p>Each year the area center, Prosser School of Technology, develops an aggressive school improvement plan. Starting in the school year 2009-2010, the school improvement plan is being developed in accordance to the Tech Centers That Work model and philosophy.</p> <p>The mission of TCTW is to create a culture of high expectations and continuous improvement in an area career center. There are nine core goals of any TCTW school. Three goals are directly related to improving graduation rate of CTE concentrators.</p> <ol style="list-style-type: none"> <li>Increase to 95 percent the percentages of high school students who enter the technology center in grade 11 and graduate on time.</li> <li>Increase to 85 percent the percentages of career/technical students who meet the TCTW reading,</li> </ol>	<ol style="list-style-type: none"> <li>Number of teachers participating in Math workshop.</li> <li>Number of students seeking GQE remediation.</li> <li>Number of professional development meetings focused upon Professional Learning Communities.</li> <li>Monitor number of students counseled by Student Services that successfully graduates.</li> </ol>

	<p>mathematics and science performance goals on a National Assessment of Educational Progress (NAEP)-referenced exam.</p> <p>3. Increase the percentages of career/technical students who perform at the Proficient level to at least 50 percent in reading, mathematics, and science as measured by NAEP-referenced TCTW Assessment.</p> <p>Prosser School of Technology is convinced that following the TCTW continuous school improvement model will result in increasing the 4S1 core indicator. As such, school improvement goals, strategies and interventions are currently being developed to increase the graduation rate of CTE concentrators. Many of the strategies and interventions will be implemented at the beginning of the 2010-2011 school-year. The implementation of the strategies listed below will begin immediately and continue throughout the remainder of the 2009-2010 school-year.</p>	
48	<p>We certainly plan to help all students graduate from high school. Only two students have been indentified as non-graduates. Our improvement plan will be to continue to offer similar services to ALL students which include mentoring, remediation for course work, tutoring, counseling, and technical skill development. With small numbers of students we expect this measure to fluctuate as just one student greatly affects the percentage.</p>	<p>We will evaluate progress by reevaluating the performance measure each year.</p>